

Texas Education Agency Standard Application System (SAS)

2016–2018 PreK Partnership Planning Grant		
Program authority:	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	
Application deadline:	5:00 p.m. Central Time, November 8, 2016	<small>Place date stamp here.</small>
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Document Control Center 2016 NOV - 8 PM 1:42 Texas Education Agency </div>
Contact information:	Marnie Glaser: marnie.glaser@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Uplift Education	057803			
Vendor ID #	ESC Region #	DUNS #		
75-2659683	10	179941141		
Mailing address		City	State	ZIP Code
1825 Market Center Blvd. Suite 500		Dallas	TX	75207
Primary Contact				
First name	M.I.	Last name	Title	
Cassie	B	Hubbert	Development Manager	
Telephone #	Email address		FAX #	
469-398-0084	chubbert@uplifteducation.org		469-621-8545	
Secondary Contact				
First name	M.I.	Last name	Title	
Ann		Stevenson	Chief Administrative Officer	
Telephone #	Email address		FAX #	
469-621-8528	astevenson@uplifteducation.org		469-621-8545	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Yasmin		Bhatia	CEO
Telephone #	Email address		FAX #
469-621-8500	ybhatia@uplifteducation.org		469-621-8545
Signature (blue ink preferred)		Date signed	

Yasmin Bhatia 11/7/16
Only the legally responsible party may sign this application.

701-16-109-013

Schedule #1—General Information

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letter of Partnership Intent	A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships.
4.	Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: a) District Charter b) District of Innovation c) Contract for Educational Services
5.	SRI expansion must include provision of: a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction
6.	Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant.
7.	The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract.
8.	The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships.
9.	The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in.
10.	The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers.
11.	The applicant will use the funding to align or purchase curriculum for the private provider/s.
12.	The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community.
13.	The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period.
14.	The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms.
15.	The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment.
16.	The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district.
17.	The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 057803

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	057803 Uplift Education	Yasmin Bhatia, CEO	469-621-8500 ybhatia@uplifteducation.org	\$318,625
Member Districts				
2.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 057803			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The purpose of the Uplift Education's district application for the 2016-18 PreK Partnership Planning Grant is:

- To partner and provide financial assistance in the expansion of two current PreK Partnerships already in place with TRS 4-Star childcare providers, Mi Escuelita and ChildCareGroup.
- To increase continuity of instruction from preK to kindergarten by offering a high-quality PreK program to families who are wanting to improve the academic success of their young children as they begin their education journey.

Uplift Education's mission is to create and sustain public schools of excellence that empower each student to reach their highest potential in college and the global marketplace and that inspire in students a life-long love of learning, achievement, and service in order to positively change their world. Uplift operates a network of K-12 schools in North Texas, serving primarily low income, minority families, many of whom are also English Language Learners. Uplift recognizes the importance of early education to prepare children for kindergarten and the increasing rigor of high quality public education. Two years ago, Uplift began to look for ways to offer PreK and identified the groups in Dallas who are considered providers of high quality early childhood education. With the addition of PreK, Uplift believes its students will be better prepared to reach Uplift's two bold goals for all students enrolled: (1) 100% of seniors will be accepted to college and (2) 70% of alumni will graduate college within 6 years. Uplift believes achievement towards these goals begins with a high quality PreK experience.

Program Planning: The project planning team included leaders from ChildCareGroup, Mi Escuelita, and Uplift Education, who met to review requirements of the application and plans for the upcoming intended partnership expansion.

Program Design: The project planning team is proposing to expand existing partnerships with TRS 4-Star childcare providers, as described below.

- **Uplift White Rock Hills PreK Program in Partnership with Mi Escuelita:** Currently, Mi Escuelita offers a PreK program on its existing site on North Henderson in Dallas for children who have enrolled in one Uplift's existing K-12 campuses, Uplift Peak. This program currently offers half day sessions at the Mi Escuelita site. This partnership has been effective in preparing 4 year old for success when they move to kindergarten at Uplift Peak. In the 2017-18 school year, Uplift will open a new primary school in East Dallas, Uplift White Rock Hills, which will include space for PreK to be offered at that site. Because of the success of the partnership between Uplift and Mi Escuelita at the current site, Uplift wants to expand the PreK partnership with Mi Escuelita to offer the same high quality preK program at the new school location. Uplift plans to partner with Mi Escuelita to operate 3 PreK classrooms in the Uplift White Rock Hills building, offering six half day sessions (three AM and three PM) serving 20 scholars per session throughout the course of the school year.
- **Uplift Heights PreK Program in Partnership with ChildCare Group:** Currently, Uplift has also partnered with ChildCareGroup to provide a PreK program at Uplift Heights located in West Dallas. There is an especially high need for high quality PreK options in the West Dallas area in order that students are kindergarten ready. Uplift operates a primary school in West Dallas (Uplift Heights Primary, which serves 900 students in grades PreK-5th) with CCG providing the PreK program. A major limitation to expanding the PreK classes, is a lack of space. By expanding our partnership with CCG, Uplift plans to expand the number of PreK classes that are provided to our families. This grant will provide additional resources to that will make it more possible for CCG to acquire additional space for its PreK programs in partnership with Uplift. As part of both of these programs, we are seeking funds to support the impact of PreK teachers on student achievement through the following means:
 - Professional Development for PreK teachers
 - Reimbursement for costs of obtaining PreK teacher certification
 - Substitute teacher costs to cover for PreK teachers attending professional development
 - Curriculum, manipulatives, and SMART Table collaborative learning centers to engage students
 - Parent Education classes focusing on the importance of parent involvement in PreK learning and home support
 - Classroom Furniture
 - 1 special education aide per site and 1 PreK Coordinator to manage both program sites

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Program Management and Accountability: This program directs attention to frontline stakeholders responsible for educating and preparing students for a promising future – teachers and parents. Uplift, ChildCareGroup, and Mi Escuelita administration, as well as the proposed PreK coordinator, will manage and monitor the program, with support from the Uplift Central Management Office (CMO), in compliance with TEA requirements, regulations and the proposed application. As Uplift has already established relationships with both ChildCareGroup and Mi Escuelita, Uplift will continue to have regular checks ins to monitor progress toward program goals and outcomes. Progress toward goals will be shared in regular meetings with Uplift administration, faculty, and non-instructional staff. The PreK Coordinator will work closely with Mi Escuelita and ChildCareGroup to ensure progress is made on grant spending and program implementation. Of note for our application – PreK Teachers will be employees of Mi Escuelita and ChildCareGroup, while Special Education Aides and the PreK Coordinator will be Uplift Education employees.

Program Evaluation: We will evaluate the program through the Classroom Assessment Scoring System (CLASS) which is used to evaluate the success of the individual classroom by observing and measuring the following domains: the level of instructional support each teachers are providing, the classroom organization and its impacts, as well as the emotional support provided to students. We will also evaluate the program through parent satisfaction surveys throughout the year, and student growth as evidenced by assessment and observation.

Uplift has addressed statutory requirements in this application and will continue to adhere to TEA regulations and requirements for local education agencies in the state. Uplift Education and our partners, ChildCareGroup and Mi Escuelita are committed to meeting the goals and outcomes outline in this application and will continue to identify funding resources when the term of this grant terminates.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158

Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.

Fund code/shared services arrangement code: 203/292

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$126,900	\$6,345	\$133,245	
Schedule #8	Professional and Contracted Services (6200)	6200	\$62,600	\$3,130	\$65,730	
Schedule #9	Supplies and Materials (6300)	6300				
Schedule #10	Other Operating Costs (6400)	6400				
Schedule #11	Capital Outlay (6600)	6600	\$114,000	\$5,700	\$119,700	
Total direct costs:			\$303,500	\$15,175	\$318,675	
Percentage% indirect costs (see note):			N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$	

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$	\$
------	--	----	----	----	----

Administrative Cost Calculation

Enter the total grant amount requested:	\$303,500
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$15,175

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher	0			
2	Educational aide	2		\$70,000	
3	Tutor	0			
Program Management and Administrative					
4	Project director	0			
5	Project coordinator	1		\$40,000	
6	Teacher facilitator	0			
7	Teacher supervisor	0			
8	Secretary/administrative assistant	0			
9	Data entry clerk	0			
10	Grant accountant/bookkeeper	0			
11	Evaluator/evaluation specialist	0			
Auxiliary					
12	Counselor	0			
13	Social worker	0			
14	Community liaison/parent coordinator	0			
Other Employee Positions					
15					
16					
17					
18	Subtotal employee costs:			\$110,000	
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		\$4,800	
20	6119	Professional staff extra-duty pay			
21	6121	Support staff extra-duty pay			
22	6140	Employee benefits		\$12,100	
23	Subtotal substitute, extra-duty, benefits costs			\$16,900	
24	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$126,900	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 057803		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	Professional Development For PreK Teachers (PreK Teachers Report back to school 1 week early for 40 hours of PD)	\$9,600	
2	Cost for Obtaining PreK Certification for 6 PreK Teachers	\$30,000	
3	Legal Fees for drafting agreement with teachers who obtain grant covered certification to stay with program at minimum of two years	\$5,000	
4	Parent Education Classes	\$12,000	
5	Training for CLASS Certification for evaluation and tools	\$6,000	
6			
7			
8			
9			
10			
11			
12			
13			
14			
b. Subtotal of professional and contracted services:		\$62,600	
c. Remaining 6200—Professional and contracted services that do not require specific approval:			
(Sum of lines a, b, and c) Grand total		\$62,600	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057803

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Pre-Award
6300	Total supplies and materials that do not require specific approval:	\$	\$
Grand total:		\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 057803

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Pre-Award
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 057803

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A		
66XX—Computing Devices, capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX—Software, capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX—Equipment, furniture, or vehicles					
19	PreK Classroom Furniture for 6 classrooms	6	\$11,000	\$66,000	
20	SMART Tables	6	\$6,000	\$36,000	
21	Classroom Curriculum and Manipulatives	6	\$2,000	\$12,000	
22					
23					
24					
25					
26					
27					
28					
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29					
Grand total:				\$114,000	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total district enrollment:

15781

Category	Number	Percentage	Category	Percentage
African American	3215	20.37%	Attendance rate	97.4%
Hispanic	10479	66.40%	Annual dropout rate (Gr 9-12)	.0071%
White	739	4.6%	Students taking the ACT and/or SAT	21%
Asian	1231	7.80%	Average SAT score (number value, not a percentage)	1102.77
Economically disadvantaged	11824	74.94%	Average ACT score (number value, not a percentage)	21.37
Limited English proficient (LEP)	4922	31.18%		
Disciplinary placements	DNA	DNA		

Comments

Please note, the district enrollment and all information displayed in the column on the left is current as of 10-26-16. The attendance and annual drop out rates for this current academic year have not yet been calculated, but are accurate for the 2015-16 academic year.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	DNA	DNA	No degree	DNA	DNA
Hispanic	DNA	DNA	Bachelor's degree	DNA	DNA
White	DNA	DNA	Master's degree	DNA	DNA
Asian	DNA	DNA	Doctorate	DNA	DNA
1-5 years exp.	DNA	DNA	Avg. salary, 1-5 years exp.	DNA	N/A
6-10 years exp.	DNA	DNA	Avg. salary, 6-10 years exp.	DNA	N/A
11-20 years exp.	DNA	DNA	Avg. salary, 11-20 years exp.	DNA	N/A
Over 20 years exp.	DNA	DNA	Avg. salary, over 20 years exp.	DNA	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	240														
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	6														
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 5: Campuses to Be Served with Grant Funds

Campus Name	Campus #	Selection Criteria
Uplift Heights Primary	057803 - 104	Expansion of existing partnership nearby
Uplift White Rock Hills Primary	Pending TEA Approval	Expansion of existing partnership nearby

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift Education leaders met with ChildCareGroup and Mi Escuelita leaders to determine and prioritize the need for expanded services in the North Texas community. Both of the proposed locations are in primarily low income communities where the benefit of early childhood education is recognized. The community surrounding Uplift White Rock Hills has been vocal about their need for high quality public school options in their community beginning with PreK, thus the decision was made to offer PreK at this new elementary school opening in 2017-18. Similarly in West Dallas, the community has a high need for high quality PreK. Because we serve a larger than average number of students Uplift Heights Primary, we are looking to build a larger base for our incoming PreK with more PreK class offerings in West Dallas for our preK students who attend Uplift Heights Primary school. From assessment of the kindergartners who attend Uplift Heights, we know that our students who do not attend PreK are entering Kindergarten significantly behind their peers who do attend PreK. We are hopeful that this expansion of services will reach more West Dallas families to mitigate this risk. We selected these two partners to expand our preK services because they are already operating within and have an in-depth knowledge of the needs of these communities and the families who live there.

After careful planning, Uplift and our PreK partner providers will prioritize the following needs to prepare for expanded offerings in the next school year to ensure the academic growth of students and professional growth of teachers:

1. To staff the programs with certified PreK teachers or teachers working towards their certifications, and subsidizing costs associated with this pursuit
2. To provide meaningful professional engagement opportunities for our PreK teachers, allowing them to engage with and learn from other teachers in our schools, which will directly impact student learning
3. To provide high impact curriculum and manipulatives to influence the success of students in the classroom
4. To provide parents with the supports necessary to ensure their student's success, through high quality parent education partnerships
5. To provide safe and fully equipped environments to facilitate learning in the classroom
6. To evaluate all practices using the CLASS tool to ensure teacher effectiveness and student success
7. To ensure students with special needs have the appropriate supports through special education aides
8. To ensure the program success through a dedicated program coordinator

By addressing these needs, Uplift, Mi Escuelita, and ChildCareGroup staff will lay the foundation for strong continued partnerships and student success.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	To staff the programs with high-performing, certified PreK teachers or teachers working towards their certifications thus better aligning PreK to Kindergarten within our schools	With grant funds, we will subsidize the cost of teachers achieving their PreK certification to ensure highly qualified teachers are working with our students each day. Additionally, we will contract with legal advisors to create a contract ensuring teachers who receive this benefit stay with the program for at least two years. We will measure teacher and classroom performance and progress towards this needs by using grant funds to pay for the use of CLASS evaluations and tools.
2.	To identify special need students earlier in the year and provide them with the appropriate supports needed for academic, social, and emotional success	By hiring a PreK Program Coordinator who can help to identify and coordinate services with the Uplift Student Services team, and by hiring a special education aide for each partnership program, we will be better able to identify and address the needs of our special education PreK students.
3.	To provide parents with the support necessary to ensure their student's success through parent education programming with high quality partners	Uplift Education has several existing partners that provide parent education for parents at our existing campuses, such as the Concilio, Wilkinson Center, and Momentous Institute, that we would expand to offer to our new PreK parents with funds from this grant.
4.	To equip teachers with the training to successfully facilitate learning in the classroom	Uplift will invite PreK teachers to attend Uplift back-to-school professional development at each respective campus for the week prior to the first day of school, to encourage shared learning and collaboration between partners. We will use grant funds to pay these PreK teachers for attending 40 hours of development prior to the start of school, and additionally will provide opportunities for them to attend our Wednesday PD sessions, including covering substitute pay so they are able to attend.
5.	To equip classrooms with the technology, tools, and materials to engage students in innovative and high-impact learning experiences	Uplift will use grant funds to furnish classrooms with age appropriate furniture, SMART table technology, high quality curriculum and manipulatives to ensure student success, academic, and social emotional engagement.

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Schedule #14—Management Plan

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Senior Director of Curriculum and Instruction	Teaching experience in an urban setting and preferably with primary students and/or early childhood programs; advanced training in educational leadership, demonstrated success in leading curriculum planning and building across multiple grade levels, commitment to mission of school, demonstrated results in increasing student achievement.
2.	PreK Program Coordinator	Certification in early childhood and preK education; preferable 3 or more years of experience in early childhood education and some knowledge of intervention strategies for special needs children.
3.	Manager of Strategic Partnerships	Experience working in a large non-profit organization managing multiple project with multiple stakeholders, networking ability in the community, diligent time and project management skills, teaching experience preferred.
4.	Senior Director of Special Populations	Multiple years experience in variety of school and district leadership roles serving special needs population and managing team supporting school special education work.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	100% of PreK staff for both programs will be hired.	1. Internal positions post and hiring	02/01/2017	05/28/2017
		2. External recruitment and hiring	03/01/2017	06/28/2017
		3. On-board new PreK team	07/01/2017	08/01/2017
2.	Furniture, technology, curriculum, and materials will be in classrooms and operational.	1. Purchase and install furniture	06/01/2017	08/01/2017
		2. Purchase and install technology	06/01/2017	08/01/2017
		3. Purchase and install curriculum and materials	06/01/2017	08/01/2017
		4. Set Up Classrooms	07/20/2017	08/01/2017
3.	Teachers will have started work on certification and attended 1 week of professional development.	1. July Teacher Training	7/20/2017	8/01/2017
		2. Individual Meetings on Certification Progress	07/01/2017	08/01/2017
		3. Teachers attend at least one Uplift Wednesday PD	08/01/2017	09/01/2017
4.	Student needs assessment for special needs students will be completed.	1. Uplift School Sped Coordinator asses PreK classrooms	08/01/2017	09/01/2017
		2. Special Education process implemented	09/01/2017	10/01/2017
		3. Student IEPs implemented	10/01/2017	10/15/2017
5.	At least 75% of parents will have participated in parent engagement activities.	1. Parent Needs Survey	10/01/2017	11/01/2017
		2. Opportunities to engage parents in how to best support PreK learning for their child	08/01/2017	01/01/2018
		3. Parent Teacher Conferences	08/01/2017	11/15/2017
		4. Additional Partner-offered Parent Education classes	08/01/2017	01/01/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift, in partnership with our PreK partners, currently evaluates the success of our programs with the CLASS model, which examines teacher-student interactions in detail, and has been shown to improve the quality of teaching and learning in PreK classrooms.

CLASS looks at the following domains and dimensions when measuring success of teacher-student interactions:

- Emotional Support
 - Postive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspectives
- Classroom Organization
 - Behavior Management, Productivity, Instructional Learning Format
- Instructional Support
 - Concept Development, Quality of Feedback, Language Modeling

We will implement the following CLASS cycle: collect observation data, use data to identify teacher strengths and needs, provide feedback and differentiated plans, provide effective PD, impact teaching practices that influence student outcomes. Through CLASS observations performed by trained staff members, we will be able to evaluate success of classrooms and give immediate feedback to teachers.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The budget for this grant request was created in collaboration with both Mi Escuelita and ChildCareGroup to ensure maximum effectiveness for both programs. The administration of Uplift and both partners will work closely together to ensure appropriate spending against grant funds over the course of the 18 month grant period. As we are existing partners, we have already demonstrated a commitment to the success of Uplift PreK partnerships and will continue on that path to success with this request allowing for expansion of services. If we are to be awarded this grant, we will take the 18 months of the grant process to work the annual and recurring expenses into our organizational budget to ensure the continuation of efforts put forth to create strong and impactful partnership expansions. Additionally, Uplift has an activite fundraising program which seeks out private sources of funding to supplement state revenues.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	CLASS Evaluation	1.	100% of PreK teachers receive CLASS evaluation by authorized observer
		2.	100% of teachers receive follow up feedback and action items as a result of observation
		3.	100% of PreK centers have at least one certified observer on site.
2.	Parent Survey/Participation	1.	75% Parents attend at least one parent engagement activity per semester
		2.	75% of parents complete parent need survey
		3.	At least 85% overall parent satisfaction
3.	Staff & Operations Readiness	1.	School and or site open and fully operational on first day of school for 2017 reach
		2.	PreK Programs fully enrolled on first day of school
		3.	Staff hired to 100% by first day of school

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CLASS evaluation data will be collected, measured, and reported by trained administrators from both ChildCareGroup and Mi Escuelita.

Parent surveys and participation logs will be tracked by Uplift Education's communication team, and communicated out periodically to all stakeholder groups for discussion and to determine any required action to improve parent participation and support.

Staff and Operations Readiness will be measured by enrollment/attendance numbers for the first day of school, by organization records on filled staff positions, and by organizational record on building and site readiness.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 057803		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057803

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057803

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057803

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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